



INPRINT

April 2003

Past, Present and Peace?

An Exclusive Interview with Bob Kerrey

by Karen Bray

My interview with Bob Kerrey, Wednesday, March 19, began an hour late due to traffic from heightened terrorist security and ended on his, the President of the New School's, musings on how the war will impact on terrorist threats to this city. During the forty-five minutes in between, the oft-times controversial leader of our school and I discussed his visions for the University's future, tensions surrounding his presidency, the financing of our school, the forum last semester, and ended - about five hours before the first bombs hit Baghdad - with his take on our War on Iraq.

I sat across a small conference table from the many faces of this institution's history. Along the wall of windows in his office on the eighth floor of the 12th street building sat a bust of Alvin Johnson, the first director of the New School after its founding by professors fired from Columbia for speaking out against World War I. Next to it was a photograph of Hannah Arendt, one of the many great intellectuals who found a haven from Nazi Germany in our University in Exile during and after the Second World War. And finally, President Kerrey, whose present position at the university in this post 9/11 time, and during this new war with Iraq has been riled in controversy. His ambition for the future are at the best going to bring this university into a new golden age, at the worst risk our university's core values and beliefs, and at the very least are certain to bring up questions and debate throughout the community.

Dean Swearer of Parson's School of Design, in a February 2001 article in The Omaha World Herald, said, "This is the



photo by Kate England

making of a university...[Bob Kerrey] could literally define this university." Recognizing the tensions in the gap between his vision and that of many students and faculty, Mr. Kerrey said, "Yes, no matter who the president is at the university there is going to be tension between what the president believes the university's going to become and what everybody else does. Most concretely here because we're New School University - there's lots of different opinions so it's not like it's me versus everybody else, it's me and lots of other opinions." New School University is, according to Mr. Kerry, a loose collective of distinct divisions. Therefore, the redefining of these visions as

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And More...

Welcome To Inprint

Our Mission

Welcome to the first issue of Inprint. Our mission is to publish a monthly newspaper that serves to build community, foster debate and conversation, provide an outlet for creative and intellectual expression, and work as a source of information for the Eugene Lang and New School communities. We seek to act as a forum for the heterogeneous voices at Lang. We believe that the sharing of experiences, opinions, lifestyles, art, and information strengthens the spirit of our academic and social environments.

Please place all correspondence in student box 79 in the student center, or email us at elcnewspaper@yahoo.com.

The editorial board is an open collective, and new members are always welcome. If you have a skill, passion or interest please email us or join us Tuesdays at 12:45 PM in the student center.

Letter from the Editors

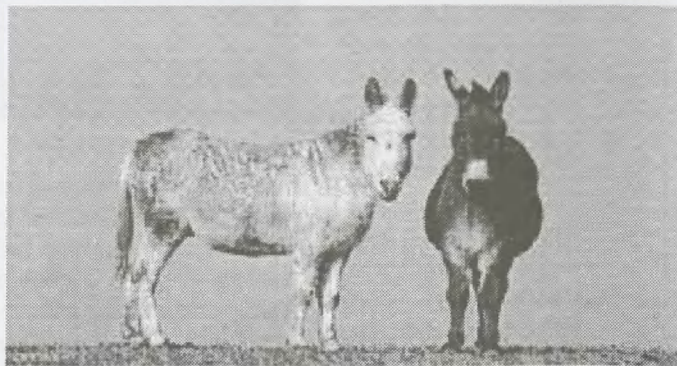
This is the kickoff issue of Inprint, the new Eugene Lang College newspaper. We are a collective of students and faculty concentrated at Eugene Lang who feel that a newspaper is a vital presence in any university community. There has been a void in the atmosphere of our school that this paper looks to fill. A plethora of knowledge, talent, and opinions exist at our school, and this paper will be a place to share them.

We know you're interested. We know you're frustrated. We know you want to be heard. Use this paper as a resource. The newspaper will include, among other things, informative features, news analysis, creative works, reviews, artwork, opinion pieces, happenings and community updates. We have worked hard, and will continue to work hard to bring you a quality, informative and enjoyable paper, but in the end Inprint is what you make it. We urge you to utilize it as a place for expression. We welcome feedback and contributions, both informally and as formal submissions.

Here's a note on the editorial process. We welcome submissions of all kinds. Reviews should be a maximum of 300 words, and features should be no more than 1,000 words. Please let us publish your artwork that is black and white and camera ready. We will try our hardest to include all submissions, but because of space and cost some things may not get into the paper or may need to be changed. If your work does not make it in or needs revision we will contact you first so please include all possible contact information.

Since we're at the end of the semester this is the only issue of Inprint we'll be publishing this season. Please look for us in the fall and don't hesitate to get involved!

The New School University Jack Asses? You Decide!



Email elcnewspaper@yahoo.com with suggestions for our school's mascot!

The Inprint Editorial Collective is: Karen Bray: sophomore at Lang, Eleanor Whitney: sophomore at Lang, Herschel Winheld: senior at Lang, Carry Lemaster: freshman at Lang, Kate Englund: junior BAFA Parsons and Lang, Kate Brown: freshman at Lang, Renee Chudy: sophomore at Lang, Joe Legaspi: MFA in Creative Writing, Amit Rai: Lang full time faculty in Literature and Cultural Studies.

a collective whole is going to cause tension. And, recognizing this, he has set up systems to help ease and work with these tensions, including the establishment of a faculty senate and efforts to establish a similar student senate with representatives from all the divisions of the University.

President Kerry, in redefining the university, sees a need for openness, honesty and transparency in the planning and funding of this plan. He points to the fact that, "[the administration has] made the budget completely transparent so everybody can see what the numbers are," with an enthusiastic air of accomplishment, adding, "that creates a lot of problems as well as solves a lot of problems." The problems created are the questions and challenges that arise when any kind of difficult planning and decision-making is made public.

The public concern of each division is valid; as their autonomy and uniqueness are at risk in the process of, in the words of President Kerrey, "Becoming New School University." A proposed core liberal arts program, more structure throughout the university, and an emphasis on getting more full-time faculty at Lang, is creating a growing concern in the Lang community. We risk losing our valued flexibility and the uniqueness of our seminar style, becoming more of an NYU wannabe. Responding to these concerns, President Kerrey repeatedly emphasized the need to remain New School University and that, "[He] would like for us to be compared to NYU in quality...for people to say this is a great university and you get a great education here, but in many ways [he thinks] the comparison's going to fall apart." He then added what throughout the interview was like a mantra: "We're always going to have, well never say always, I mean our commitment is to seminars at Eugene Lang College with small classes, interdisciplinary efforts and open curriculum."

On core curriculum, he said: "You get a requirement at the margin, not a core like people typically think of a core which is very few electives and very little flexibility; we're not proposing to change the student-centered approach, the student being able to put their curricula together." This marginal requirement would be two courses that all undergraduate students would need in order to graduate. The courses, according to Kerrey, must incorporate the elements of liberal arts, art and design in order to keep students at all the divisions happy. When queried about what those two classes would be the president added, "I don't know, I mean this is where I may end up coming in conflict with people at the university, I may just have to pick them because the trouble is

in the university environment the decision making process can be so cumbersome and lengthy you may never get it done." Why is this urgent to accomplish? For President Kerrey having a core undergraduate curriculum means he can draw on resources, financial and human, of 4000 undergraduate students - from Parsons, Lang, Mannes, and the New School - as opposed to 600 Lang students - to attract distinguished professors. He envisions the core program as a way to enhance students' access to classes outside their division; which he recognizes as an unfilled promise that Lang makes to incoming students.

President Kerrey and the administration plan

on drawing more students to Lang by hiring more full-time faculty. This raises concerns about the value of the part-time faculty who are career professionals and concerns about who gets hired and asked to move from part-time to full-time members of the university. The president emphasized that there are two kinds of part-time faculty, those that are around for the long haul, but can't be full-time because they teach at multiple institutions or are currently professionals in the field, and those that are not committed to staying long enough to fulfill the advising needs of the students. *see page four*

What Have We Seen & What Will We Get?

George David and New School University, an Unlikely Match

by Eleanor Whitney

On January 29th, at the Fiorello LaGuardia Award Dinner, New School University honored recently appointed New School University trustee George David. David, and other \$1,000 a plate dinner guests were welcomed by a small group of New School University students holding signs and handing out dinner "programs" questioning whether honoring George David was congruous with the mission of New School University. George David is CEO of United Technologies Corporation, which incorporates companies such as Pratt and Whitney Aero Engines, Sikorsky Helicopters, Otis Elevators, Carrier Air Conditioning, and Hamilton Sunstandard. A large percentage of UTC's contracts come from the military. Sikorsky helicopters, for example, are used by all 5 branches of the US armed forces and for military service in 40 nations. David's catch phrase against corporate finance scandals is "What you see is what you get". Given the history of and present resistance to war and militarization at New School University, and the New School's mission to use education to produce positive changes in society, what members of the University community may be seeing in terms of the University's public image may not be what they are going to get in terms of funding and ideological direction of the Board of Trustees.

A Good Neighbor?

George David was named the Chairman of United Technologies Corporation in 1997, after serving as the chief executive officer since 1994 and president since 1992. He earns about 3.1 million dollars a year and enjoys reading and competitive

yachting. He is also a member of the Augusta National Golf Club, which bars women from membership. In 2002 he was named CEO of the Year by Industry Week magazine. This award lauded David for initiating UTC's Employee Scholar Program, which began in 1996 after David slashed 33,000 jobs at UTC in the United States and added 15,000 overseas. He explained this move by saying "This migration of jobs overseas is part of a national trend that can't be stopped," and insisted that US workers must become better trained in order to compete. In light of this, UTC's employee scholar program seems like a campaign to save their public image.

UTC itself claims to have a commitment to diversity, environmental protection, employee health and safety and education. However, after David vowed to diversify his eleven-member board within a year in 1994, it took him 7 years and six board appointments to name an African-American to UTC's board in 2001. UTC's website emphasizes their belief in being a company which is a "good neighbor". UTC's contracting and sales record does not necessarily measure up to their neighborly claims. UTC has sold S-70 attack Blackhawk helicopters to Mexico, Taiwan, Malaysia, Brazil, and Turkey. Sikorsky Helicopters is currently developing the RAH-66 Comanche helicopter, with partner Boeing, to be used for reconnaissance and attack missions. About this helicopter the UTC website states, "Now more than ever, with large and small countries around the world amassing destructive weapon systems, the U.S. Army needs the Boeing Sikorsky Comanche to secure its effectiveness in military conflicts." *see page six*

According to Mr. Kerrey, "The key question is are you available? Are you going to be here for four years so that a student can have the same advisor for a four-year period presuming the student wants that advisor? At Eugene Lang College we run between four and five advisors over a four-year career and that's just too much. It's inconsistent and lacks continuity and doesn't provide what an Undergraduate needs."

According to President Kerrey the needs and satisfaction of the students here are of utmost importance to him. Discussing that the New School is often seen as banking on its hey day of the early to mid 20th century and is often viewed as "quirky", he acknowledged that we do have existing institutions of excellence here, but need improved standards across the board at the University. In a more conversational moment of the interview he added, "I don't mind being called quirky but what I mind is if quirky becomes an excuse for low standards - in anything. I go over to the 13th street dormitory on a regular basis to get breakfast. I was over there I don't know 7 or 8 weeks ago, the floors were dirty, the food wasn't any good. And does that matter? It matters. If you're charging somebody 9000 dollars a year for a dormitory you better at least clean the floor." He used this example to emphasize his overarching idea that we must continually be, "Becoming New School University," improving our standards in all ways a little bit each year, but never be fully there, always be becoming.

Logically the interview turned to whether Bob Kerrey takes academic standards as seriously as financial concerns. A controversy that fueled this question arose last spring when the highly respected dean of the Graduate Faculty, Ken Prewitt, unexpectedly resigned after less than a year on the job. Dean Prewitt, a former member of the University of Chicago faculty, was highly respected by professors and students at the GF, and his resignation created tension between President Kerry and the GF community. Dean Prewitt, at a forum, spoke of a problem he saw in the administration's priorities; he felt financial concerns were put above academic integrity. At the same forum, at the urging of the audience, he gave an example of the problem: it seems there was an idea of "private bonuses" where deans would get financial incentives depending on the amount of students they recruit. President Kerrey then claimed responsibility for the idea of incentives, admitted that it had been a mistake, and stated he was sure to make more mistakes in his tenure here. I asked the president whether

this meant that his political career had instilled instincts in him that did not mesh well with The New School University. Surprisingly, he said with great conviction, "I think Dean Prewitt was wrong." He insisted that incentives were part of why we had one of the largest enrollments at Parsons this year, directly correlating to why we're in a good financial position now.

President Kerrey made this statement after Dean Prewitt's resignation: "This is an institution you can't fool around with. It's not a business, but you could run into financial risk, and that could put your survival at risk. You can fail here." I asked him if he could fail at academics while succeeding financially. His answer was that yes he could fail at both and that you can't just separate one

from the other saying, "Its like, I mean, trying to separate two strands of the DNA code, you can do it but if you try and do it in an unnatural way all you get is fragments of tissue." He then emphasized, however, how

difficult a year 2001 was; the Williams St. dorm saw a 15% drop in occupancy resulting in a loss of half a million dollars that year for the University. He stated that people were scared to be in New York. He added, if 10% of the students decide they don't want to be here anymore, the university would find itself in big financial trouble, "So you have to think about what those students want. And often times that means doing business like things."

I wondered aloud: what happens when there is a need to attract funding to the University for its survival, while at the same time many of the students find the sources of the money, as in the case of George David, morally wrong, and against the traditions of social justice and public service at the New School. George David, C.E.O of United Technologies (manufacturers of Black Hawk Helicopters) was appointed to the university's board of trustees. Mr. Kerrey's response was that there would be some places he would never seek money because of moral standards, but he adamantly insisted: "In the specific example of George David, I think I

can very effectively make the argument that his values are consistent - the fact that his company manufactures black hawk helicopters, his company also manufactures carrier air conditioners, 90% or 80% of his company is now non-defense, and his own personal values what he's done in support of education as all of us who were at the LaGuardia dinner know, are in accord with the values of this university." When I pushed further into this, bringing in the term "blood money," Mr. Kerrey responded angrily, somewhat interrupting me and forcefully saying no. He then calmed down and said that he would not in principle be against getting funding from companies involved in the defense industry or that had defense contracts.

I continued to press more on the financial

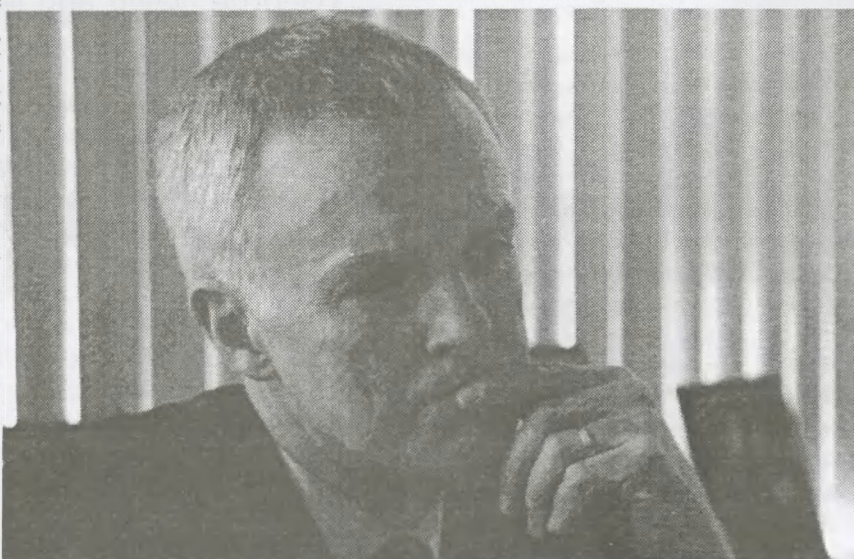


photo by Kate Englund

issue, pointing out the disparity between what many of the university's academic members, from students to professors, express and the school's financial backers, like John Tishman, who have described the job he's doing as, "superb". His response was, no, it didn't indicate a problem to him, and that his main concern and indicator of how the university and he are doing is whether or not a student is as positive about her decision to come here at the end of her four years here as when she started. In order to accomplish this, he said, there was a need to be concerned with both academics and financing.

Kerry has also had to deal with growing concerns about his public stance in favor of the war with Iraq and his participation in the Committee to Liberate Iraq, a hawkish lobbying group that supports our engagement in this war. He has described last fall's forum as an example of democracy in action, saying he was proud that students cared deeply about the issues. Many have claimed that the students were ill informed and Mr.

Kerrey accused them of being closed-minded. This prompted me to ask the president how the university could work to create informed and open-minded practitioners of democracy. I asked if he thought that the students had a clear understanding of where we have come from both as far as the university, with their assertion that his views violated a so called "pacifist tradition" at NSU, and as far as US Foreign Policy was concerned. He answered in the negative, saying, "It is not a pacifist tradition. There were pacifists here, but even some of them [like John Dewey] regretted it later. It is a Progressive tradition...but that doesn't mean that there won't be a time when the use of power becomes necessary."

He said that the students weren't informed enough about US foreign policy but placed some blame for this on his generation and on adults as a whole. When I pushed him for specific examples on how he and other adults at the university can shoulder this responsibility, perhaps through teach-ins, he said that there wasn't any one specific answer, that teach-ins were important, but that there also has to be an overarching emphasis on the connection between politics, history, and the outside world in everyday classroom scenarios.

In reference to the forum, students have said it was a huge victory to hold him accountable for his actions. His response was, "Well they can define victory however they want. But I wouldn't call it that. If they are concerned with Iraq I don't see how holding me accountable is a victory."

48 hours from President Bush's final ultimatum to Saddam, there was no avoiding the shadow of war. In a 1999 editorial in the Washington Post Mr. Kerrey said, "I believe Iraqis can rule themselves better than others can rule them." I wondered whether or not he believes the Iraqis will get that chance in a postwar government supported by this administration; if there will be enough funding; and whether or not we will truly support the building of democracy given our history of only opposing dictatorships when they stop being on our side. Kerrey recognized that we don't have a good track record with supporting democracy over dictatorship in the past, but said this was different from the Cold War when we supported anyone who was anti-communist. He argued that President Bush will be forced to uphold our commitments to democracy, because he "has all the eyes of the world on him." He insisted that Afghanistan has been self-governing and is not under United States Military control.

I pressed further on the issue of the motives and concerns surrounding the Bush adminis-

tration and this war. In the 1999 Post editorial President Kerrey criticized our callous lack of support for opposition forces within Iraq. I asked if this war will be callous if it does not adequately try to prevent civilian casualties, and if it was callous to wage an all out war on a country that has no relief or humanitarian support on the ground to prevent civilian suffering. President Kerrey responded simply that he believes we will work to support humanitarian needs on the ground and said that if we don't he will speak out in opposition to the lack of support.

Continuing to question the motives for this war I asked why Iraq and why now, comparing Iraq with Iran which may be better prepared for democracy, or Saudi Arabia which seems to have more direct ties to Al Qaeda, or focusing our efforts on the Israel Palestine conflict. The Presidents seemed to fall back on a stock answer, referring to "Resolution 687."

The eighth section of UN Resolution 687, "Decides that Iraq shall unconditionally accept the destruction, removal, or rendering harmless, under international supervision, of: (a) All chemical and biological weapons and all stocks of agents and all related subsystems and components and all research, development, support and manufacturing facilities; (b) All ballistic missiles with a range greater than 150 kilometres and related major parts, and repair and production facilities." Much of President Kerrey's argument rests on this section of this UN resolution. He argued that this resolution gives us the right to go in and fight for regime change in Iraq, whereas there is no such resolution to allow us to do so in Saudi Arabia or Iran, or that gives us as broad an ability to intervene in Israel.

When questioned about our right to be there, especially considering that Kofi Annan had recently said if the US proceeds with this war without the support of the security council it will be in violation of the UN charter, Mr. Kerrey replied, "I think Kofi Annan is wrong." And then elaborated again emphasizing resolution 687, and pointing to Annan's own support for UN intervention in Kosovo despite a Russian veto.

I pressed on concerns that the Bush administration is damaging our foreign policy and international institutions, by pursuing war, undermining the International Criminal Court, and dropping out of the Kyoto protocols. President Kerrey agreed, and was very critical of the gung-ho and ethnocentric approach that the president was taking on this war. He also agreed with Kofi Annan on Kyoto and the ICC. He continued to emphasize his concern with this administration's

handling of the war on the foreign relations front. He has even questioned whether he is on the right side of this, but said that in the end it did not deter him from his belief in the importance of this war and regime change in Iraq, and on the importance of resolution 687.

Resolution 687 in part 11, "Invites Iraq to reaffirm unconditionally its obligations under the Treaty on the Non-Proliferation of Nuclear Weapons of 1 July 1968." I pointed out to the President that the non-proliferation treaty calls for the nuclear nations to disarm, not just for non-nuclear nations to forego new weapons. And I asked whether he thought that, given our stances toward North Korea and Iraq, more nations will see nuclear weapons as the only way to remain in control of their own destiny. He agreed that was a risk and emphasized that he supported our unilateral reduction of our nuclear capabilities.

Finally as he was about to run off to a meeting that had been postponed due to a supposed increased terrorist threat, I turned to his feelings on this threat. I wondered whether he felt the war would put New York and the New School community at a higher risk of terrorism. He did not. He answered matter-of-factly saying, "No I'm not afraid of terrorism in the US. The problem with 9/11 was a bad rule at the Airlines, once you fix that, the risk of that happening again is gone." He continued by stating that the hatred that other countries feel for us is exaggerated, and that the resulting risk of domestic suicide bombings is slight: "Where are these [domestic] suicide bombings? They aren't happening." He also emphasized that whenever you take a stance on a contested issue, like when Fundamental Christians say we have to do something about what's going on in Sudan, you're going to draw some kind of hatred from the opposition.

The term Christian Fundamentalism caught my ear, and as his assistants were pushing for us to wrap up I asked him about the crusader aspect of President Bush's push for this war. He began by discussing the importance of faith in this country, but said that he was in favor of a secular state. He agreed that Bush's use of the word Crusade was dangerous and that the Christian fundamentalism was no different from Islamic fundamentalism. Yet, despite these dangers, those of fundamentalism both home and abroad, terrorism and war as a whole, he ended our interview with a smile and a handshake and with an air of confidence in his position on this war, and ultimately at The New School University overall. *i*

Washington Irving High School Students Challenging the System

by Caridad Nuñez

In New Webster's dictionary the word "system" has many definitions and among them it is defined as "the structure of society, business, and politics". Every Wednesday at 3:00 PM, I ask the students at Washington Irving High School to challenge that system which we are a part of through philosophical debates. Challenge The System or CTS is a forum that I am heading this semester at the Washington Irving High School located in the Union Square area.

I have used the demographics of the schools population (mainly Black and Hispanic) to my advantage, focusing the bulk of discussion topics on issues concerning Black and Hispanics while also discussing a few "universal issues". My intentions are to create a time in where high school students (some not much younger than myself) can engage in lively uninhibited discussions about topics important to them. The first session I held started off by chereading an article I found in "The Southern poverty's law center's" Intelligence Report about the Unit One Aryan Nation, a fast upcoming sector of the Aryan nation. Its leader, Leo Felton, is what one would call a "true product of hate". Felton embodies white supremacy to the max. There is just one thing that sets Leo Felton apart from all of his "Aryan brothers"; Leo Felton was born of a Jewish mother and Black father.

For "my students" and I this was truly an interesting platform for debate that started with racism within race, moved into the underlying truths of many harsh stereotypes and finally into the lack off resources for many urban schools.

I was extremely excited at what the students had to say. The reason I wanted to start this group was to awaken the political consciousness of the students. I feel have planted that seed through CTS. My job now will be to continue to nurture this "wakefulness" and be vigilant that it does not regress to "dormancy". i

George David and New School University Continued...

The U.S. Army is currently requiring 1,213 Comanches. The UTC website did not state how the manufacture and sale of the RAH-66 Comanche upheld their commitments to diversity, health, safety and education.

Comanche Helicopters as conduits of an equitable, peaceful world?

The history of the former New School for Social Research, now New School University, is one of critical scholarship, artistic exploration, and political resistance. When compared, it appears New School President Robert J. Kerrey's appointment of George David to the Board of Trustees, is incongruous with the University's history and its present educational mission. On their history web page New School University describes themselves as an "innovative educational institution founded as a bastion of intellectual and artistic freedom. At the New School," the website claims, "education is seen as a tool to produce positive changes in society." It also boasts "Members of the University community are committed to working toward a more equitable, peaceful world."

The New School was founded in 1919 by a distinguished group of intellectuals, some of who were teaching at Columbia

University during the First World War. Fervent pacifists, they took a public stand against the war and were censured by Columbia's president at the time. These outspoken professors responded by resigning from Columbia and later opening the New School, a university dedicated to forms of knowledge that empower and critique. The University has been host to a distinguished list of radical scholars and professors such as W.E.B. DuBois, Gerda Lerner, Hannah Arendt and Margaret Mead. The murals by revolutionary Mexican social realist José Clemente Orozco, on display on the 7th floor of the 12th Street building, are considered to be one of the "treasures" of the New School. Perhaps one of the best-known moments in the New School's radical history is the founding of the University in Exile in 1933. The University in Exile, according to the University's website, aimed to "rescue endangered scholars who had been dismissed from teaching and government positions by totalitarian regimes in Europe." Currently at the New School there are many students, faculty and staff who are dedicated to questioning and acting against war, militarization and globalization.

Checkmate! Chess at New School

by Omar Lovell

The New School Chess Club was started two years ago by Omar Lovell and Kai Matsumiya. We wanted all New School students and faculty to feel welcome to join the club, so we named it the New School Chess Club. Weekly meetings have been held every Friday in the GF cafeteria from 4:30-6:30pm. We have all the necessary materials such as chess sets, clocks, and books already set up, so as soon as you get there you can begin playing.

We use the first half hour to teach people the rules and fundamentals of chess. One of our advisors, Alex Draifinger, is an expert chess player and plans on giving lectures on the different ways players can improve their game.

In the future we have thought about bringing in masters to give lectures on chess and also gaining recognition from the USCF (United States Chess Federation), which will allow us to conduct recognized chess tournaments in which a player receives a rating.

For more information, please email chess@newschool.edu i

In conjunction with the records of New School University, George David and United Technologies Corporation seem incongruous. Kerrey's appointment of George David to the Board of Trustees appears to be a blatant disregard for the University's commitment to a more equitable, peaceful world and a diverse, engaging University setting. Though New School University needs funding in order to continue to develop as a prestigious and culturally challenging center for scholarship and inquiry, to forsake the rich tradition and present of criticism and resistance coming out of the New School is a dangerous move. For a university community that is dedicated to innovative approaches to the production of critical theory, art, design, and public policy, to name just a few, fundraising and development should come from equally innovative sources. These sources should ultimately be ones that continue to reflect the university's dedication to democracy and freedom of expression, accountability to the members of the university community and resistance to military oppression and violence. i

by Kate Brown

Although she is stepping down from her position as the Dean of Undergraduate Liberal Studies in the spring, Bea Banu will still be around campus after she takes her year-long sabbatical. "For at least three more years I am going to haunt the place. I can become a faculty member and criticize the administration; it's going to be such fun instead of the other way around! I'm looking forward to getting back in the classroom. I'll be teaching a range of philosophy classes, but again, I will teach the philosophy of art and aesthetics, basic introductory philosophy classes, which is what I was teaching before," she says.

She is excited to get back to teaching, but her year off will be very exciting as well. "During my year off I'll also be doing some traveling. I'll probably go to Europe in the fall; I've never been able to travel in the fall because I'm always here. And then I am currently taking a Chinese class here at the New School, because I'm hoping that in the spring of 2004 I'll go to China."

Bea Banu has been at the New School for twenty-eight years, and began her career here by teaching a class called "The Philosophy of Art and Aesthetics" at Parsons. Since then, her credentials have included Head of Parsons Liberal Studies, Assistant Provost, Associate Provost, as

well as her current job that she has held at the college since 1993. Of her duties as Dean, she says, "I pay attention to liberal arts offerings that are available to students here at the college but also through Jazz and Parsons and even the New School adult division."

When Bea Banu took her current job, Lang was in trouble, and there was talk of actually closing the school for good. "The original mission of my job was to save the college or close it. Since this was my very first dean's job, I thought, 'There's no way in holy hell I am going to close this place!' So I just plowed in, not knowing half of what I needed to know to do this, and I just did it with the support of the administration behind me, because no one wanted to close the place."

She has witnessed tremendous change first hand at Eugene Lang College since 1993. "When I came in, I think we had a student population in the range of 200. But now we have a student population of BA students of about 650, and we also have another 70 [BAFA students from Jazz and Parsons]. In 1993, we had very few places for students to live on campus... A lot of people wanted a residential place. Now we share resources with other divisions... We had a much smaller selection of classes to choose from, because we had a small stu-

dent body. We have a lot more relationships with other divisions, faculty coming here to teach and students going to these divisions to take classes, so we have...a lot more curricular options. We are working more closely with other divisions than we have in the past. This year we are hiring a lot more [faculty]."

One of her favorite projects has been the creation of the Science, Technology, and Society concentration. "It's been one of my passions to develop a science program here at the college. This concentration is something for students who are not interested with science as a major, but would rather approach it though a political and ethical mindset, which is so important. It is still pretty new and developing. You don't need to take all of those lab classes. The students will really feel confident that they can take charge of scientific information."

Lang is constantly evolving for better or worse. Many of the Bea's improvement projects here have brought the college national attention that was almost unheard of just ten years ago.

Thank you, Bea, for your years of service. You will be missed as a dean, but we will be looking forward to seeing you around in the coming years. *i*

Raise Your Hand if You're Getting An 'A'

By Renee Chudy

A few weeks after the semester ends you remember: grades! You log onto Alvin and breath a satisfied sigh of relief when you see that once again you've received the A's and B's required to sustain your GPA at a comfortable level. Even though you handed in your paper for that one class late, and you think you could have worked more on it. And even though you missed a few classes, you still received the grades you had expected. How valuable are our grades if Lang students receive so many A's each semester?

The percentage of A's and B's at Lang rose from 77% to 84% of all grades given from the fall of 1995 to the spring of 1998. We are not alone in this trend. According to a study done at the American Academy of Arts and Sciences in Cambridge, MA, GPAs rose 15-20 percent from the mid-1960s to the mid-1990s. Some in academia are worried that the rise in grades is not accompanied by an increase in the quality of student work, but rather an increase of the expectations of students. Is grade inflation a problem at Lang? Only twelve faculty members out of thirty-six who answered a survey think so. But Dean Banu thinks it is enough of an issue to ask the Committee on Academic Standards to investigate what should be done at Lang about grade inflation.

The Academic Standards committee, whose tasks usually include dealing with questions of grades between students and faculty members and approving senior leave, consists of chair Amit Rai, Elaine Abelson, Colette Brooks, and David Rosenberg (although

Rosenberg does not have voting power in the committee). Now they are grappling with how Lang should go about setting up a cross concentration grading system that will measure all students on the same scale.

Amit Rai believes that "writing and sciences are so different, and the process of evaluation should be specific to the form of knowledge inquiry." With the wide array of assignments given in the varying concentrations at Lang, it is a challenge for faculty to evaluate our work. How many letter grades do you actually receive on assignments in any one class? Is it fair for a mathematical average of those letter grades to determine your final grade in the class? Most of the faculty who responded to the Academic Standards committee's survey stated that class participation, attendance, written work, and oral presentations are strong factors in a students grade. The question is: how can Lang students be compared to students from other universities when they graduate? How can an employer or an admissions committee see in our transcripts the multiple layers of our education here, including the conversations that take place in classes and in one-on-one meetings with our teachers? How can we even compare within our own college the grades between a Writing concentrator and a person studying Social and Historical Inquiry or Cultural Studies?

Rhiannon Goodchild, a sophomore Writing concentrator, finds the grading policy helpful to her work. "One way Lang students are unique is that we don't have grades hanging over *see page eight*

Curriculum Changes for Fall 2003

And in the student's corner, weighing in at one vote apiece, Philip Silva and Carry Lemaster!

By Carry Lemaster

Last fall, Philip Silva and I joined Eugene Lang's Curriculum Committee as the student representatives, after being elected by the Student Union. The student reps are there to make sure that the point of view of Lang students is part of the discussions about Lang's curriculum. Philip and I present student's concerns and bring issues to the table and hold voting privileges.

What kinds of changes can students expect to see in the curriculum for 2003? We can expect to see some changes in the First Year Writing Program, a new Dance program added to the Theatre Concentration, a few minor changes in the course catalog, and some new university-wide lecture/discussion classes.

Some students have expressed complaints and dissatisfaction with the First Year Writing Program. Since this is technically Lang's only "requirement," these anxieties are taken very seriously by the committee and the administration.

Students themselves will have the opportunity to make their feelings about this program known when they are polled at the end of the semester. So start thinking about what you would like the administrators to know. Be as specific as possible because these surveys will be studied in earnest as fall preparations are being made. This year's freshman can expect to be surveyed every year to see if these classes turned out to be useful, or not, down the line. This can be a great way to exercise our vocal chords if we don't want to go unheard on this.

For those of you who are feeling a little sluggish, get ready to start moving. Jamie Santora, former Assistant to Chair at Joffrey Ballet School (this is Joffrey's last year), will administer the dance program. It will be added as a separate track in the Theater Concentration, which will now be called the Theater and Dance Concentration. The introductory classes have no prerequisites and students with little or no dance experience are welcome to take them. You can expect to see one-credit classes, such as Pilates and modern dance (among others), as well as classes that will easily complement other Lang concentrations. Look for the dance classes in the course catalog for next year and talk to your faculty advisor if you have any questions.

Speaking of the course catalog, Philip and I strove all winter long to make it more accessible to students. First of all, there was quite a bit of confusion about the definition of some of the terms used, mainly in reference to 'core' and 'introductory,' because each concentration seemed to have attached their own meaning to the terms. Eliza Nichols has been working with each concentration chair to establish an across-the-board definition for these and other terms, so hopefully we can expect to see a more coherent catalog as we shop for our courses next year.

For anyone who has had it with constant seminars, or feels like they just want someone to get the information out there, soon there will be some lecture courses offered. (For those who think this is the beginning of the end of seminars, don't work yourself into a dither because Lang has no intention of changing from a seminar school to something else. Lang is proud to be a seminar school with small classes). These courses will be available to all NSU students. The lectures themselves will happen once a week and students will be required to register for one of three weekly discussion times. These will be worth three credits, but there is an option of making it four credits if you enroll in the independent study course over the portal. There will be two introductory economics courses, and two team-taught courses that will each cover a wide range of interesting topics appropriate to just about every concentration at Lang. Again, check the course descriptions.

Finally, one more exciting change to look for in the upcoming course catalog: studio art courses. Arts in Context will be adding a new fine arts track, so be sure to check out what is offered.

Philip and I will continue to speak up on behalf of students at Lang and hope that students keep talking with us and each other about their concerns: thank you to those who have shared these matters with us! We would also like to express our gratitude to Eliza Nichols and the rest of the committee for making us feel comfortable and welcome in the meetings. It's nice to know that somewhere Lang students are not only being heard when they talk back, but are also being listened to. To contact your student reps, send us an email:

ccreps@hotmail.com i

Getting an 'A'? continued

our heads. We end up doing good work because we want to, and not just because we want good grades," she said. She finds her professors responsive to her learning needs and feels that the seminar classes are not as conducive to a strict, standardized system of grading as classes at larger universities might be.

Nathan Peasley, a junior, is also studying writing here. He admitted that he has earned B's in classes that he knew he could have invested more time and energy in. "If I get a B, I wonder if the person really invested in the class should get a grade higher than an A, or whether I should have gotten a grade lower than a B to make their A look better," he said. He recognizes that grade inflation poses a problem because academia in general is so competitive, and that the credibility of grades is often connected with the credibility of a school. Although Lang students may face problems competing for employment and graduate schools after graduation, Nathan said, "The elasticity of the grading system allows me to learn more. It allows more room for the exploration of non-traditional, non-linear thought. There are abstract thinkers at Lang, and it may be stunting to be on a more precise grading scale. Our professors often look at the quality of our ideas rather than the quality or the quantity of our work."

Grade inflation, while worrying some administrators, is not concerning faculty as much. One of the points made in Amit Rai's report on grade inflation is that "respecting academic freedom means that no hard and fast policy can determine our evaluating practices, and that instead of determining how faculty should evaluate, we should instead enable faculty to share strategies, goals, and problems in the evaluation process." Some faculty members expressed a desire to use written evaluations as well as grades, while others thought that written evaluations might be too time consuming. The challenge is to find a system that keeps in mind the context of each individual concentration but allows for comparison between concentrations. While the Committee on Academic Standards and the concentration heads begin a conversation about evaluation and grading, students need not worry that grading will become harsher at Lang. One of the goals of the Committee on Academic Standards is to keep students and faculty informed about the criteria for evaluation in each class, the grade distributions, and the different practices of evaluation across the concentrations. i

Iraq's Liberation is U.S. Subversion

by Herschel Winheld

What are the real motivating factors for pushing a war on Iraq, even when the U.N. won't sanction it, and key allies such as France, Germany, and our new friends in the war on terror, Pakistan, oppose it? As 2004 approaches, a war, and subsequent victory could raise flagging public approval ratings for a questionably elected president up for re-election.

Of course, for Bush to gain voter's confidence by winning a war, there must be a public that's behind it in the first place. The "Committee for the Liberation of Iraq" a select group of pro-war activists assembled by the Pentagon and Vice President Cheney, has been installed in Washington since November, 2002, to propagandize the war effort and rally civilian support, as reported by Foreign Policy In Focus. On board from the beginning as a member of the Committee's board of director's is New School University President Bob Kerry. Kerry is joined at his post by, among others, Richard Perle, who serves under Donald Rumsfeld as chairman of the Defense Policy Board and was undersecretary of defense during the Reagan era. The Defense Policy Board is another bipartisan group that has been planning and promoting the overthrow of the Iraqi government since the outset of the U.S. retaliation for the September 11 attacks.

Kerry was more than likely acting on behalf of the Liberation Committee when he composed and distributed a pro-war article to the New School student body in late 2002. In the article, Kerrey cited the U.S./British enforcement of Iraq's no-fly zone, and evidence of cooperation between Iraqi intelligence and al-Qaeda operatives in planning the September 11 attacks as proof that Iraq is an imminent threat.

Iraq's status as an "evil" nation was burned into the American consciousness during the 1991 Gulf War. Making Saddam an official enemy and taking military action against him was justified in the name of defending an innocent country (which happened to have huge U.S. oil interests) against the predations of a bullying tyrant. When painting Iraq as a mobilized terror force with over-seas ambitions stops making sense the call to action in the name of innocent Iraqi civilians is always there. Bush switches to presenting the Iraq invasion as a humanitarian mission when he exhausts the rhetoric depicting Iraq as a terrorist instrument poised to strike. Kerrey took on a similar tact in his 2002 article,

describing U.S. forces marching into Iraq being greeted as saviors by the populace, rather than as invaders. This echoes the mission statement on the website of the "Committee for the Liberation of Iraq" which reads:

"The committee for the Liberation of Iraq will engage in educational and advocacy efforts to mobilize U.S. and international support for policies aimed at ending the aggression of Saddam Hussein and freeing the Iraqi people from tyranny."

If U.S. policy towards Iraq has always had the best interests of its people at heart, the government has a strange way of showing it. After allowing sanctions introduced into a U.S. dominated U.N. Security Council in 1990 to run uninterrupted for 8 years, withering the economic infrastructure of an already destitute, war torn populace, President Clinton signed the "Iraq Liberation Act" into law on October 31, 1998. The act immediately allocated \$97 million to covert operations that have laid the initial groundwork for overthrowing the Iraqi government. The act also proposed that the U.S. would lift the sanctions and aid in rebuilding Iraq's economy, only if Saddam Hussein would allow U.N. weapons inspectors back into Iraq. But it was U.S.-led bombing raids in 1998, those same raids Bob Kerrey cited as essential for preventing Saddam from wreaking havoc beyond his borders, that

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What's War Got To Do With It?

by Diane Roy

The sun rises Tuesday morning. The air is heavy with the stench of urgency. I can almost still smell the memory of smoke. I'm running late for the 8:06 train on the Long Island Railroad. This morning I read in New York Newsday that there will be a \$.50 fare increase in the MTA. There will be a 25% increase for LIRR commuters. This will make the cost of the daily commute as high as living in New York City. There is a whisper so loud, it's as if 8 million New Yorkers are breathing in sync: "What does this have to do with the war?"

I have to look for scholarship money, even though I receive a fairly decent financial aid package; however, TAP (Tuition Assistance Program) is getting cut by a third this year, HEOP (Higher

Educational Opportunities Program) is getting a 50% cut and if I thought that this would only affect CUNY and SUNY schools I was wrong. There will also be a cut of \$18,700,000 to Direct Institutional Aid (Bundy Aid) for private colleges. With all of these cuts being made, there will also be a 35% tax increase for NY state residents.

Everywhere we look, we see unemployment rising, the proliferation of currency rising out of fear, while federal and state funding for social and public programs are dropping faster than we can take notice of, civil rights are being lacerated like tissue paper, and why? The reason is that we are facing the worst fiscal crisis since WWII. At this moment we have a national deficit of approximately \$70 billion, and the proposed budget for this war is \$1.6 trillion. A simple mathematical equation may help you in conceptualizing that money in real terms. If you take \$1.6 trillion and divide it by the 250 million people currently living in this country, that comes out to \$640,000 per man, woman and child. For most people that is a lifetime of security, a mortgage, college educations for everyone, and free K-12 schooling in places that don't remind us of developing countries. It means healthcare and lowered taxes. Most importantly, the reappropriation of that kind of money would also mean a reconsideration of values.

"We as a nation must undergo a radical revolution of values. We must rapidly begin the shift from a "thing-oriented" society to a "person-oriented" society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered.... A true revolution of values will soon look uneasily on the glaring contrast of poverty and wealth. A true revolution of values will lay hands on the world order and say of war: "This way of settling differences is not just." This business of burning human beings with napalm, of filling our nation's homes with orphans and widows, of injecting poisonous drugs of hate into veins of people normally humane...A nation that continues year after year to spend more money on military defense than on programs of social uplift is approaching spiritual death."

-Reverend Dr. Martin Luther King Jr.

What is a "thing-oriented society"? Look around; this is it. A thing-oriented society is one that favors capital gain whether in the form of money, *see page 10*

An Editor's Note on War

by Karen Bray

March 20, 2003--Although, due to the time frame of putting this paper together, we were unable to collect the factual information needed to include a comprehensive article about the start of our war with Iraq, I felt it was necessary to write something concerning the last five days.

For the last several months I have been attending protests both here and in D.C., have been going to teach-ins, and have been discussing the upcoming war.

Throughout all of these activities everyone always said, "Well I'm glad we're out here showing our opposition, but we know this president is eventually going to go ahead with this war." So, I thought that on the day the bombs finally dropped I would have a very intellectual response; I thought I would say, "Well I knew this was going to happen, now when's the next protest?"

But then, Wednesday night came, and as I watched the reports on CNN that the bombs had dropped I started crying. My heart sank, and I felt my own overwhelming feeling of shock and awe. I was in a state of despair and hopelessness, as I waited for the promised Bush address at 10:15.

My first instinct was to call someone, anyone, so that I wouldn't feel so alone. I called various high school friends of mine who were attending schools across the country, and many of their responses were, "Are you getting your period?" or "You're just over-stressed with midterms and all." They were trying to explain away my extreme emotional reaction, and this made me feel even more alone. Then finally I called a New Yorker, and they immediately validated my feelings, said they felt the same, and rushed over to my apartment. The two of us then stayed up watching this war unfold, until finally falling asleep in my living room, CNN still on, penetrating our brains as we slept.

There was no way I was getting any of my work done for classes Thursday, and actually paying attention in those classes was extremely difficult as the day went on. There were moments throughout the day that shook me out of despair, like when a student in my fiction class spoke of her almost identical reaction to the war. But mainly, the day dragged on in gloom, until my last class before spring break began. At the beginning of this class, my profes-

sor expressed surprise to see so many of us there, and asked straight out if we were OK. We were not OK. And what I needed, and I think what we all needed, was to talk about not being OK. So for the next hour and forty minutes we talked about our reactions, our problems with the war, our fears globally and of being in New York, the uniqueness of experiencing this war as a New Yorker, and the 9/11 déjà vu feelings of not being able to turn off CNN and being acutely aware of sirens again. This class finally made me feel somewhat hopeful and better. It reminded me that I wasn't in this alone.

On Saturday, in search of more of that hope, and out of increased anger and passion about this war, I attended the protest here in the city. Yes, there are varying reports of how big it was, and it did get somewhat violent with arrests towards the end, but overall it was great. It was big and hopeful and peaceful. Marching out in the sun with my usual protest buddies and my fellow New Yorkers, I was pulled out of my state of gloom, and my conviction and passion were reenergized.

No matter how long it takes to have an effect, I do believe that this giant global anti-war movement will and does matter. Our only choice during this horrific and despairing time is to keep acting together. There are so many of us in this, side by side fighting together, that I have to have hope.

On behalf of this editor, I'm sorry that we don't have a more detailed look at the actual war itself, but to be sure it will be coming in the next issue, and thank you to the people of the New School, of New York, and of the world who stand united in the struggle to end this war. *i*

What's War Got To Do With It? Continued...

oil or knowledge over the quality of life of its people. If people are commodities it is easy to only give them \$6.00 an hour and call that a "livable wage." In this society it is easy to forcibly infect over a half million military personnel with experimental vaccines for the sole benefit of the profiteering gluttons that are our nation's top pharmaceutical companies. That is the state of our union.

A person-oriented society would put healthcare and education first. A person-oriented society would not let 30,000 people in New York City alone live in shelters. We would not need to have thousands of lives sacrificed in order to begin to

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Iraq's "Liberation" Continued

prompted Iraq to officially bar U.N. weapons inspection. Naturally Iraq rejected the proposition. U.S. policy towards Iraq was thus able to look like hospitable reconciliation rebuffed by a sadistic regime intent on killing its own people. However, it is the sanctions that have taken the greatest toll on Iraq's citizens. Meanwhile the U.S. has continued to profit heavily from Iraq's "Oil-for-Food Program." While less than fifty percent of the money generated went to food and medical supplies for the Iraqi public, billions were funneled into "restitution" for U.S. based oil companies that sustained losses during the Gulf War. Every reason the Administration has used to justify proceeding with this unprovoked offensive runs contrary to the protocol the U.S. government has followed against Iraq. If Bush really wants to protect the American people, he should turn America's resources towards the problems that are actually hurting it as we speak. A federal budget deficit has returned, and unemployment rates, bankruptcies, and mortgage foreclosures are at record highs since, well, the last time America was in a war with Iraq.

In a U.S. military victory in Iraq who really wins in the long run? The Bush Administration's truest supporters: the weapons-manufacturing corporations who profit from global conflict. A "regime change" in Iraq will most likely result in a puppet government that will buy vast quantities of equipment from U.S. weapons firms. Much of the financial aid going to Iraq to rebuild itself will thus flow back into these firms that fund political campaigns and have a major say in U.S. policy. It is no accident that Bruce Jackson, formerly the vice president of Lockheed-Martin, was installed as the chairman of the Iraq liberation committee to which New School's president belongs. The Bush administration knows that come election time, a war will get more attention than rising HMO costs. Bush has decided to turn the anti-terror spotlight on the "evil" country least likely to do us harm, a country that is already subdued by U.S. military intervention, as it has been for the past 12 years. And in the face of these facts, Bob Kerrey has decided to be a cheerleader for Bush's war, even as he presides over New School University, an independent institution that is adamantly opposed to the U.S. taking such action. *i*

What's War Got To Do With It? Continued
question American foreign policy practices. If we were a person-oriented society, we wouldn't have trouble remembering the fact that in many countries, children have grown up dealing with the trauma of having their own 9/11's every day of their lives.

We are paying for our complicity: \$1.6 trillion to be exact. The war isn't in Iraq; the war has come home. It is not only against the Iraqi women and children, it is against the poor, the middle class, and communities of color; all in all, this war is also against the American people. This is a war against human decency, a war against democracy, a war against free speech, a war against all things we as American citizens hold true.

When the fare hikes take effect ask yourself what this has to do with the war. When United Technologies (makers of black hawk helicopters) start giving money to this university at the same time that financial aid cuts are made for students of color and tuition is increasing ask yourself what this has to do with the war. History is tricky and unforgiving. When the country again reaches Code Orange ask yourselves, is this something worth dying for? Ask yourself this the next time you wonder what your life in America has to do with the war. *i*

Public Intellectual: a Dialogue

I asked Tanika Williams to have the following engagement with me because I had very intense reactions to the events of March 5th at the New School, and was inspired by her action to type out her thoughts at the moment of relevance and pass out copies of her expression in the midst of action. —Thea Karwowski

This conversation has been edited due to space constraints

Tanika: In this discussion we are trying to think about and understand the things that took place on and around March 5th.

Thea: One particular group did most of the planning. Why didn't people feel any ownership of the event? Why didn't more people participate from divisions other than Lang?

Tanika: And even within Lang there was a large portion of the school did not show up. There was a very specific voice and image

of Lang that was involved in this.

Thea: There were a couple of faculty members there with strong support, and no others. Why is that?

Tanika: The event felt extremely disjointed, from the planning to the execution. I had this class [that talked about] organizing with who you're organizing for in mind, not just putting your own ideas out there and expecting other people to own them. I don't necessarily know that a real and solid effort was made to communicate with other groups in a way that they communicate. Certain people at Lang wanted this to happen, and were down with trying to have other groups come through, but if I receive a half-ass invitation from you, and I felt that is exactly what some groups received, I'm not coming to your event. And it really felt like other students really were aware of what was going on, but did not care to join this.

Thea: Posters, was there anything besides posters that tried to pull this together?

Tanika: Yeah, how were people reached by this? If I did not actively want to respond to all of this—everything that was talked about on March 5th—I would have been completely shut out. I mean where were the people of color? Where were the people from Parsons? Where were the people from Mannes, New School, Graduate Faculty, Actors Studio, Joffrey? ... What was missing from the organization of the strike that would have invited other people to be involved? In the planning meetings there was all this talk about having different areas where people who are not stand-up protestors could get up and could make a statement in their own way, and I didn't see that implemented.

Thea: People want the planning to be transparent and open to people, but what if people don't want to hear it?

Tanika: If you keep making noise, people eventually become immune to it. It is a defense mechanism. After a while, you will get shut out. And that is exactly what has happened to this voice at Lang. I walked away from that for the first time ever feeling like I don't want to be a part of this very white "renegade" movement. I am not interested in being the token person of color involved in this. So much was missing from this day, and I still don't get the feeling that people are really trying to

address this... At one point I asked why was this so segmented, and someone told me that other schools were supposed to be dealing with it on their own campus. Bob Kerrey does not mean shit in the anti-war movement. ...I think it's really selfish to focus on Bob Kerrey's outstanding support of the war without looking at our own support of the war. He's one of those "evils" that you can't do anything about, however you can do something about your role in this. ... And I think it's time that people 'fessed up to where they are coming from. I am privileged in that I am still receiving a college and professional education. If you're of a certain background, use those as resources; don't deny them.

Thea: I feel that using my privilege of being at a private university, the privilege of still being supported by my parents, that I could be kicked out of this school and still be ok; I am required to interrogate Bob Kerrey, to interrogate this university.

Tanika: Yes, you will be ok without this university, but my point is that this university does not matter in the grand scheme of things.

Thea: I feel like if I'm not focusing on the university, then what I'm focusing on is too broad.

Tanika: I totally feel that, what you're saying, but every person is an activist on their own level... We exist on this massive macro and extremely minute micro level, and we need to realize that every person's struggle is a valid struggle... It's ok to be upset at New School University, and to be upset at Kerrey's support of the war, especially if you pay for it. But, there are also more immediate things that you are affected by... There are greater dangers. I am tired of walking around on the street and I know one day I'm going to mess around and get myself arrested because I have a mouth piece on me that I can't control some times, and I've been going off on soldiers that are walking around with guns-

Thea: -With guns. I know, the soldiers in the subway with their big guns.

Tanika: And I am like, "I do not want to be here with you here. I am more afraid of you than I am of any 'terrorist'..." At the end of the day, what is your most immediate concern? I think that's where a lot of other people are coming from. Kerrey's here, ok, I still need *see page 12*

Walking Back In: My Take on the Walk-Out

by Karen Bray

As the day of the national student walk-out in protest of the war was approaching I found myself torn. Part of me really felt that it was so important to be out there on the streets in physical solidarity with my peers across the country. Another part of me really wanted to go to the teach-in organized by GF professors and students. I've been feeling desperate about being as informed as possible in order to have the best argument I can against the war. I was angry that the two were not some how combined. In the end I decided that action on the streets in solidarity with students across the Nation was more important to me, so at 2:15 I walked out.

Milling around outside of the GF waiting for the marching to begin, however, I found myself getting increasingly frustrated. Much of the chanting, it seemed to me, was about Bob Kerrey as much as it was about the war. I ended up feeling alienated. I am strongly against the war, but am unsure still about how I feel about President Kerrey. I also felt that it was very divisive; on a day where we could have a unified National student voice against the war we were so focused on a uniquely New School issue. Overall I ended up feeling like I couldn't be a part of this particular protest because I wasn't in agreement with what was being said and done, so I turned around, walked back into the GF and went to the teach-in.

This was, for me, one of the best decisions and things I've done to fight against the war. I had told myself that I was only going to stay for an hour or two, but ended up being unable to pull myself away, and was there for just over five hours. The various speakers talked of important historical global events, U.S. foreign policy in the past, present and future, debated how and what should be done about Saddam, and much more. Some specific things that were brought up were methods of containment used to fight Communism in Eastern Europe, the legitimacy of a democracy installed by an outside military force, issues in the Israel Palestine conflict, histories of the Middle East that are extremely relevant today, and so much more; I could never do it justice in this article. There were moments where my head hurt from the amount of information I was trying to process, and moments of wondering how we are ever going to conquer the problems of our country and this world, but overall it made me feel stronger, more passionate,

and increased my convictions about this war.

I felt so right in my anti-war stance after the teach-in, and so much more able to debate the opposition with an informed and well thought out argument. I don't mean to imply that those who were not at the teach-in do not have legitimate arguments or to undervalue the convictions of those who walked out. However, I often feel that our generation does not know enough about history, and enough factual and concrete policy issues. I was born in 1982, and for me at least, this means that I don't know much about US foreign policy and global history from the late 1970s through the early 1990s because I was too young to comprehend it all or remember, and it's too recent for older generations to see it as history that needs to be passed on to us. In order to understand this war, we must know and try to understand our history more, and the teach-in helped me in my quest to do

this.

Action is so important, and being loud and vocal against this war is necessary. There is a time, however, to sit down and listen. For me that time was March 5th. But I need more information, I need to listen even more, and I really think a lot of the left, especially young people, and people at this school need to listen more, too. So here is my plea and hope. Let's try and have more teach-ins and discussions. Let's try and work together, Eugene Lang and the GF, and the rest of the New School, to share our ideas and information. Yes, let's bring up all the varying issues that the left has within the umbrella of this war, but let's work together to show a strong and cohesive voice against the war. Let's be strong and active participants in this movement and in democracy, but lets always work to be the most informed participants we can be.

Public Intellectual continued

to get my education... A college education is something that is sacred. It's something that people don't have access to... And, it's something we're taking advantage of.

Thea: Yeah, I want to get my degree here, and I've been thinking about going to law school, thinking about using the tools that exist; asking how can I create the most change to try to work towards a more just world. But, what always eats at me is the urgency, that there are bombs that are going to drop Monday. That's what I'm always fighting inside -that 'oh, we're doing this in a fucked up way, but we have to do something'.

Tanika: There are many ways you can make a difference... While it's very important to think about the immediate, it's also important to think about long-term effects of what's happening. What I would really love to see is for the students who are trying to organize FreeNSU, is to really think about how other people respond, and really and honestly work within themselves and dig up a way to work collaboratively with other people... And Tobe made a really great point, he said, the reason that there were so few people of color participating on the 5th is because there are so few people of color at this university.

Thea: When I try to connect to people about war on Iraq and the militarization of the New School, the things I find in common are anger, despair, and sadness, and that's what alienates. These are the common feelings, because this is so fucking horrible, that we all must be angry and sad. But that's not a successful way of communicating with people. It just made people feel yelled at. They just felt your anger and sadness pushed on them, attacking them... I feel that I have to rest in feeling so contradicted. You're talking about the importance of long term work-I feel like I've always understood that that's how you create real change-on a day to day basis, how you interact with other individuals, and slowly that's how change is created. And the more I accept that, the more that when fear comes, it comes even stronger-

Tanika: Nothing is ever yes or no, black or white, or solid. Things are completely flexible. It's ok to let things go. If we don't protect ourselves, then we won't be around for whatever struggle. It's the difficulties that make life worth living. I think that when we constantly have those things in the back of our heads we can move forward to really get what we want and where we need to be.

Inprint Involved

Got Opinions? Debate Team at NSU

by Ellen Hogarty

The kernel of a Debate organization at the New School formed when Ellen Hogarty, a Lang '97 transfer student, came upon a coalition of New York City schools participating in a national league that competed in 2-on-2 policy debate with evidence and traveled around the country to do so. She was drawn to the activity that demanded a team approach to competition, the ability to manage a large amount of information in a short period of time, and the potential for shifting the terms of the

debate outside of standard rhetoric. She graduated before she could bring other New School students into the activity, but was always struck by how perfect the activity would be for NS students, who are among the most articulate and activist students in the country, and open to creative alternatives to/critiques of policy deadlocks. New School students at the graduate and undergraduate level have continuously shown an interest in Public Forum Debates in the region, and have competed at Cornell University and Queens College. All levels of experience are welcome. To learn more, contact newschooldebate@yahoo.com, or call 212-529-2081.

Ellen Hogarty is a radio producer, who has worked at WBAI 99.5FM Pacifica Radio (initially through a Lang internship!), WFUV 90.7FM Public Radio at Fordham University, and now freelances. She also works at the Queens College Worker Education Program, coaches the Queens College Speech and Debate Team, and assists with a new high school initiative, the New York Urban Debate League. She can be reached at elmhogar@hotmail.com.

Upcoming Debates

April 27, noon-5: Queens College
Public Forum Debate Tournament

(L)anguish...

SO THIS CLASS ABOUT THE INTERPLAY BETWEEN COLD WAR POLITICS AND THE CIVIL RIGHTS MOVEMENT SOUNDS OKAY...

OH, YOU MEAN "RACE, SPACE AND THE RACE FOR SPACE?" I CAN'T, IT CONFLICTS WITH "ENGENDERING GENDER."

LAST SEMESTER ALL MY COURSE TITLES ENDED WITH "...AND ITS DISCONTENTS."



Career Corner

Here are some of the workshops that the OCD is hosting in April.

All workshops are in room 214 of 65th Ave, unless otherwise stated.

International Student Job Search Strategies April 15th 11.30am-1.30pm

Interviewing Skills April 17th 1-3pm

Job & Internship Fair April 25, 2003 12-6pm

More details closer to event date

JOB SEARCH SUPPORT GROUP meets regularly every other week.
Job Hunters of NSU Unite! We're still going! A great place to network!
April 6th and April 20th @ 6.30-7.30pm

Welcome to the Career Center

by Carry Lemaster

Tucked away in the corner of the fourth floor at 65 Fifth Avenue is New School University's Office of Career Development (OCD). The office offers services to students and alumni of Eugene Lang, Mannes, The New School, and the Jazz program.

The Office of Career Development is in its second year of operation, but when I tell my fellow students about it I often get a blank stare and a reply that can often be translated as, "Huh?" So I'd like to introduce just a few of the services and resources they offer, which are growing every week, and it would be to your advantage to at least know what those services are. Looking for a career, or even just a survival job, can be full time work in itself. First, let me clear up some confusion about what the Office of Career Development (OCD) is not. The OCD is not a job placement service, and I have heard some students expressing frustration over this. I asked around and looked into job placement agencies in New York City: they don't exist. Even the companies that claim to be "placement" agencies are really just places where employers can post openings and interested employees-to-be can post resumes. You still have to do most of the work yourself. Usually these agencies are geared towards specific individuals and fields, like paralegals, secretaries and the like. Also, most require previous experience and some offer work only on a temporary basis. New York City is just too competitive and the job market is too tight for students, or anybody else, to expect to be placed into paying positions.

So, what does that mean for the swarms of Eugene Lang students who are looking for ways to pad their pockets with a bit of cash or for the job of their dreams? It means I'm about to tell you something you don't want to hear: you are going to have to do just a bit of extracurricular homework. This is not what any of us want to hear but a few hours of research now can make a big difference when you're scrambling to figure out how you are going to make your first loan payment after graduation.

Speaking of graduation and loan repayment, I've been giving some serious thought to this. With commencement coming up in May, that means that seniors are going to have to start paying back their loans just in time for the holidays. That's rough! Take my advice: start your job search early!

Now, let me tell you a couple of the things that the Office of Career Development can do for you. First, they can give you a password and ID number so you can log on to www.collegecentral.com/newschool, to look for employers who are looking for you. College Central Network, or CCN, is easy to use. You can search for jobs and internships, post your resume, or view announcements. The announcements page has quite a mix of interesting opportunities and there always seems to be some internship postings mixed in with the other events, so don't skip it! Here's an insider's tip for looking for jobs on CCN: keep all the search fields blank or mark "any" because not all employers are specific when identifying these areas of interest. Just go to the bottom of the search page without changing any of the fields and click "begin search." It will take you longer, but not

much.

College Central Network, or CCN, is not geared solely towards alumni or to those who are career-minded. We all know that paying college tuition is the equivalent of consenting to highway robbery—so for those of us who don't happen to have a chest full of indispensable gold coins lying around can find plenty of "survival" jobs on CCN. I have recently seen things like after-school childcare, waitress and hostess positions, reading to the blind, dog walking and more. But these jobs come without any notice and fill up quickly, so if you're desperate for job it's a good idea to keep checking back.

Second, the OCD is here to offer you advice on writing effective resumes and cover letters, effective job search techniques, giving effective interviews, and effective networking skills. Since the resume and cover letter are the first thing an employer sees when you apply for a job, and we have all heard about the importance of first impressions, getting your resume in tip-top shape is really the best and most basic place to start your job search. OCD director Donna Sweidan has three great interns who are available at various times during the week for career counseling, including some evening hours. These guys know their stuff so take advantage of them. To make an appointment call Julie, Donna's assistant, at 212-229-5163.

Sign up to receive the career newsletter and look for more career news in future issues of this paper. Contact Julie at the number above or email careers@newschool.edu

Don't You Dare Say Electroclash:

April 2003 15

An Interview with Lauren Flax

by Sam Kehl

Lauren Flax seemed happy to do this interview. And I figured she would be honest with me: this was a girl who I saw tell a guy at a bar making an unwanted social advance that her primary interests were 'cats and bondage.'

Who are you, and what do you do?

My name is Lauren Flax, and I do a little bit of everything I guess. Right now I'm focusing on production, becoming a better instrumentalist, and learning to make my small studio sound huge.

The music I am currently working on is hard to categorize. It is electronic based, emotional, chord constructed, yet with a 'poppy' base. The music I make is mostly dance oriented with electro influences, but I use live instruments in every song.

How do you make your music exactly?

With my little laptop [G4 with Logic 6.0], my 16 channel mixer, my Motu, my guitars, my bass, my brain, my heart and my bedroom. I pride myself in doing 100% of the work on each of my tracks.

Have you ever done anything different?

Any other directions with music?

I still DJ in clubs all over NYC and some surrounding states. I've also been remixing a few different bands [including Le Tigre]. I'm interested in all types of music from electro, to indie, to 'shoe-gazer.' I mixed drum'n'bass for five years, but I could die without ever hearing it again and be content.

You have your own label 'Broken Robots.' Tell me about it.

It's myself and Kurt, AKA Submerged from 'Ohm Resistance.' We've been picked up by Integral in Birmingham England for distribution. The first release 'Ghetto to Stiletto' comes out in about a month or so, and the second will be out a month after that.

What in your genre or scene bugs the shit out of you?

The term 'electroclash.' That whole scene is saturated with crappy music that I can't believe somebody would put on vinyl. A lot of it is emotionless. It is going to define its moment, and every moment comes and goes. If people call me 'electroclash' I'll cut them! A lot of artists are considered by the masses to be 'electroclash' that aren't. I have records from 6 years ago that people would consider 'electroclash,' when really it's just pure electro. I guess I just wish people would stop putting out crap.



photo by Sam Kehl

Where do you ideally see yourself in five years?

I want to be working with more of my influences. They include Fleetwood Mac, Lush, Garbage, Miss Kitten + The Hacker, Aphex Twin, Ministry, The Church, The the, and Depeche Mode. Tonight I am going to work with Yuka Honda of Cibo Matto.

What do you see as your obstacles in getting to where you want to be?

My fucking day job. New York City does

not have enough hours in a day. I only work at where I work to get gear, and my studio is almost up to par, so I'm quitting real soon... and getting down to some serious business.

If you want to check out some of Lauren Flax's music, you can hear songs at <http://laurenflax.undergroundlove.org>. Her forthcoming EP 'Ghetto to Stiletto,' will also be available in most record stores across America.

Hate Speech is Turning America into a Savage Nation

by Kate Brown

Michael Savage is turning middle America into a true "Savage Nation" with his disturbing, uneducated rhetoric. The second chapter of his new book, "The Savage Nation: Saving America from the Liberal Assault on our Borders, Language, and Culture" is titled "Diversity is Perversity." In this chapter, Savage declares, "As for the clipped-haired, mean-faced Demoncrats (sic) who tell me I'm hateful and intolerant because I oppose the tidal wave of Turd (sic) World immigration, I say go find another country. Who are you to judge me? You may think unlawful immigrants sucking the nipple of taxpayer subsidized healthcare is a good thing, but you're wrong."

Someone should let his faithful fans know that Michael himself is the son of Jewish immigrants. He hates the ACLU (American Civil Liberties Union), he hates all lawyers, and he hates liberal California. Savage accuses the nation's universities of fostering what he calls "Red Diaper Doper Babies," liberals who still hold onto the legacy of the 1960's, and who smoke too

much marijuana.

What is most disturbing about this book is that it has been rising on *The New York Times* Bestseller List consistently since its release at the end of 2002. The book reads like a piece of propaganda, with virtually no facts to back up his ideas. On the subject of marijuana, Savage says, "Marijuana is not good because 20 to 25 percent of the population becomes physically and mentally ill from it and they don't even know it." These percentages must be pulled from his own mind because there is no documentation of his source.

Although his self-proclaimed credentials include a Ph.D. from the University of California at Berkeley, his degree is in epidemiology and nutrition science. He was turned down as a candidate for the dean of UC Berkeley's Graduate School of Journalism. He has subsequently sued the university, and has hired a self-professed enemy: a lawyer.

For more information check out www.savagestupidity.com

Inprint Inspired

Defiled: A Personal Reaction

by Tanika Williams

Defile, after watching the movie Lockdown that word rose to the forefront of my mindscape. I sat and watched this movie with no preconceptions and without expectations; my mind was utterly unprepared for the rape scene that occurred in the first fifteen minutes. An older white male inmate raped a new black inmate on his first day with the intentions of making him his fear plagued, drug dependent bitch. I was shocked when, after inviting the new inmate into the cell to look at anime and sit on his bottom bunk, the senior inmate and another white inmate forcibly held the boy face down on the bed, violently ripped his pants off and shoved his dick over and over again into the boy.

If it was a male to female or female to female rape I would have probably dwelled on the racial; social; and historical implica-

tions of the rape; but I could not move beyond the intensely immense pain I felt as the image I was granted access to as an intrusive viewer quickly found locations throughout my body. After being a witness to that crime, my senses shifted out of focus as my stomach; back; rectum; vagina; breasts; and mouth all sounded a synchronized scream.

My initial instinct was to relieve myself through three of my orifices, but I was plagued with a feeling of disgust as I thought about bending forward over a sink, or seating and parting thighs on a toilet soon afterward. As I write, I am still ridden by guilt as I think about how the violence of this movie comfortably found residence in my mind. Although I can't visualize it, the feeling of vomit strewn clothes and a tear streaked neck burdens my body, and

the discomfort I feel in sitting; walking; and lying down allow no opportunity for relief.

After the climax, the boy is raped once more, this time I can cope. This time I sit angry with full, thick lips parted and jaws clenched tight waiting for the right moment or the right audience to spew forth my unsettling discontentment with the image of a white man hovering above a more than disadvantaged man of color, receiving head. This time the second troubling rape brings my mind to the history of socio-cultural rape many have been victims of at the hands of white men.

But, as I move out of this thought; my thought; my concern; my fear; my biggest burden; is rooted in the fact that I have already started to file this scene away. This inhumane and vehemently violent visual experience is already becoming just another series of images in the already troubling archive of my subconscious. And that is the most disturbing aspect of all. *i*

how it is in warsaw.

you walk around the kitchen like
someone who cares for me. i carefully watch
the last fish go belly up. my throat closes.
as always at this time of year my little sister practices
waving to me good-bye. the odor of old ginger root crawls out of the fridge and
usurps the room. 'these are our finest years' i tell you. with our passports of the first
world citizens we wave back to her. god do i hate myself. yet the eye i inherited
after my
mother
is still winking. it's rubbing against the tenderness
that boils in me. explodes. i turn sour. bleed. instead of the spine i have
a dragonfly.

even my lotus is rotting
and i can't believe how cruel i can be.

you, my traveler, sweep the floor in the kitchen, like
i was the first one to feed you with sunflower seeds. i sit here thinking that once my
neighbor went mad and that maybe someone needs a stomach
or my left kidney. you're already on my list of things lost. i rubbed the cinnamon off
my skin. you
welcome my tongue like i am made of exotic herbs. and i pretend that
my smile can fork the insignificance of
leaving things behind. i want to swallow it all or
rip apart.
you're learning how to make pickles. no longer very opaque i sit here thinking

joe strummer is also dead.

by Jane Dabrowska

the hottest september

i hang above my bed
a photo of
a dead pigeon.
now, i think, i have it all under control.

we talk about getting
a soup
then we kiss.

i recall that
geysers are
soft-edged openings in earth
with boiling water
gushing from them
in rhythmic intervals.

that whenever i eat a good fish
i sound, like
someone imitating
violins.

for the first time i realize
i may never find love.

by Jane Dabrowska

Inprint Inspired

Cadmium Red Bus Ride

She is seated, looking out of the bus's window, watching people speed by; slow down; stop; turn; and speed by again. The bus rambles along the long avenue stretched across a salmon colored horizon with rays of Thalo Red and crimson shooting up across the dusk sky.

The rough motions of the bus cause a thrusting sensation and she grinds her gyrating hips into her seat, slightly parting her thighs to allow the movement to resonate deeper. She is filled with guilt strewn excitement as the bus coasts over a pot hole laced road. The big holes create even bigger bumps when the large rotating wheels collapse into them and bounce out again.

It is time for her to get off. The thirty minute ride is over and the time in which she forgets who she is; where she's coming from; and where she is going has ended. She walks home smiling, relishing the ride she secretly participates in every night from five thirty five to five past six...already anxious for tomorrow's trip.

Patience

Tired all day
She floats away
Higher and higher
Over clouds of rain,
Wind and thunder.

But, she still feels small
Hidden and low
As a sprinkle in rain
Or like faded names
On sunken ships
Waiting to be raised

She often looks up
Beholding all the stars

That blanket eternity
And wishes he would
For once this time
Look up and find
She too could be there.

But all her deeds
Could have no form
Like the water
Shifting in the ocean.
In this fountain
Of her heart
The well would be dry
Until he knew...

by Joseph Legaspi



From 10-12 we get on our knees
and give our evening-news blowjobs,
our adoration the spit we gag on,
divided only by the nightly
poll and our opinions on
rampant reality shows,
drowning our gravel colored visions
with technicolor travesties stating
big girls can't be pop stars
and we can afford
to waste a million pop tarts
because in the tube no one ever starves,
we only hunger for
fifteen minute starlets
who swallow the press for
all they're worth
while the news seems
to be accompanied by our mental toilets

flushing journalistic shit
like a 21-gun salute
for a police dog
dead in 9-11's concrete shower
because
human heroes were
already old news and
it was a slow newsweek
television is the phantom comforter
we seek,
Nielson the watch we set our lives to,
let's wade in our Misery
and break our legs bowing to our American Idols
because we're Kathy Bated into
believing our media babysitter knows what's best.

by Brian Ruttly

hershe's

under the weight of
words
she throws like
spells

her lips
form curvy
shapes

she is between here
and all the things
she wants to
do
to her

by Jane Dabrowska

Inprint In Town

Hip to be Square

By Gina Perino

In "The Day I Turned Uncool – Confessions of a Reluctant Grown-Up", essayist Dan Zevin gives a witty account of his personal experiences with aging. Through twenty-four confessions ranging from "I take pride in my lawn," to "Expanding my horizons isn't worth the hassle anymore," Zevin juxtaposes his adult days with a wilder, less responsible time.

Not your average adult, Zevin makes the clear distinction between "regular" grown-ups and reluctant ones. "Regular grown-ups lead regular lives," he explains. "They fret about their 401(k)'s and lose sleep over their receding hairlines. They use words like 'interface' and 'multi-task', and they are not even kidding." Zevin, a self-proclaimed reluctant grown-up who still wears sweatpants he owned in college, admits to such reluctant grown-up behaviors as hiring a cleaning woman, joining a health club, and going out for dinner as a replacement for going out. Each confessional chapter paints an amusing image of the author, who would rather walk his surrogate daughter, a labrador named Chloe, than visit his friends with children.

Zevin joins the ranks of a refreshing new breed of writers who straddle the worlds of non-fiction and fiction through their humorous memoirs. Like fellow essayists David Sedaris and Amy Vowell, Zevin showcases his talent for storytelling, cleverly introducing a motley assortment of characters from neighborhood handymen to passive-aggressive etiquette instructors and anti-social dog-walkers.

Zevin admits to steering clear of politics, philosophy, and just about any topic other than sports and his dog. Although some may prefer more socio-political commentary from their reading list, Zevin's sophomore confessionals offer refreshing asylum from the world's problems.

Zevin's anecdotes strike the perfect balance between realism and hyperbole. He challenges us to rage against the dying of our youth, and reminds us that although we all grow older, with the right attitude, we can remain young at heart. Despite the book's title, Zevin's uncanny ability to make us laugh at the absurdity of adult life makes him anything but uncool. *i*

The Exonerated

By Isabelle Tzenkova

Lined up across the stage sitting in chairs at 45 Bleeker Theater, ten actors tell the stories of six people on death row who were exonerated. It more accurately deserves the label theatrical production instead of play, because of its rotating famous cast. "The Exonerated" has featured stars like Mia Farrow, Richard Dreyfuss, Jeff Golblum and Kathleen Turner.

The true stories of people from completely different walks of life, who were all sentenced to death row for crimes they did not commit, were chosen from 40 interviews with people who were reprieved of the death penalty. The 90-minute production is an arrangement of anecdote and enactment of conversations between the victims and their conspirers, conveying the personal loss and helplessness against the injustice of fate and more specifically the death penalty as a result of a fallible legal system.

Among the victims is an Illinois farmer convicted of killing his own parents played by a forbearing Robert Vaughn, a young African-American horse groomer accused of raping and killing an ex-girlfriend played by an enraged David Brown Jr. and a life-loving hippy named Sunny Jacobs played by Kathleen Turner, convicted for the murder of two police officers.

The writers, Jessica Blank and Erik Jensen wrote, "With a few exceptions, each word spoken in this play comes from the public record – legal documents, court transcripts, letters – or from an interview with an exonerated person." Entrenched in this shocking honesty is the eminence of the production that forces the audience to reassess any previous notions about justice in the death penalty. *i*

Pigface

by Kristin Sollee

"Pigface is all about fucking up, fucking, getting fucked up, [and] fucking up people's preconceived notions about what's acceptable and what's not acceptable in the realm of rock music," quips founder Martin Atkins on the 2000 Pigface release, "The Best of Pigface."

This genre-defying collective with a rotating cast of contributors was fashioned out of the Chicago industrial scene in 1990. Atkins had an uncompromising vision of a communal musical effort that would continually re-create and re-invent itself through each new member on each studio album. Pigface's most recent effort, "Easy Listening...for Difficult Fuckheads," was released in February 2003 on Atkins' own label, Invisible Records.

On "Easy Listening" the cast of characters has been reshuffled and includes a few old members as well as many new artists. Chris Vrenna, co-founder of Nine Inch Nails, Fallon Bowman of ex-Kittie fame, and Edsel Dope, of the band Dope, are just a few of the musicians that make this album an eclectic yet riveting creation. Although there are some weak spots, this is perhaps the greatest overall manifestation of Atkins' original ethos.

Of the tracks on the album Chris Vrenna's "Blow You Away," with machine-gun guitars and Jason Miller of Godhead's dark soaring vocals, encompasses all of the elements necessary for explosive electronic rock. Another high point of the album is Jared Louche of Chemlab's spoken word performance on "Binary Stream," rife with visceral wordplay that drags you through the world of machines and out the other side.

Keep this in mind as you prepare for the upcoming Pigface remix album. Invisible Record's Foremate., fronted by former Lang Student Brendan Evjen, will be remixing the song "Bitch."

For more information visit www.invisiblerecords.com, and as Atkins says at the end of the "Easy Listening" liner notes, "Be kind, kick the world in the face, love yourself, hate mediocrity, jump!" *i*

Wanna see your favorite band, book, or film reviewed here?

Write it!

Please keep it under 300 words (remember, less is more), and email it to elcnewspaper@yahoo.com

The next Inprint issue will be brought to you this fall.

Inprint In Town

Swiss Dot

"Watched You Misbehave"

By Eleanor Whitney

Once upon a time several years ago, my heart would skip a beat when I heard a band with a synthesizer. Now it seems par for the course, at least for bands from New York City. However, Swiss Dot's ep "Watched You Misbehave" comes as a refreshing surprise within the current "electro revival". It's true that their line up of two synths, a drum machine and guitar anchors them firmly in "synth pop" (though keyboard player and vocalist Jenna Alden did bust out a baritone saxophone on an Erasure cover at their CD release party), but these three ladies have created not just a fine synth pop record, but a fine pop record period. The songs are full of infectious electronic beats, jumpy keyboard lines and just edgy enough guitar parts. Jenna and Erica Sood's breathy vocals and sweet and sassy lyrics are fitting to the 80's feel of the ep. Recorded by Sanchez Esquire, who has been working with other spectacular up and coming bands from New York such as the Flesh, Swiss Dot are definitely a band to check out.

Clairaudience Collective Recording
www.clairaudience.com swiss_dot@hotmail.com *i*

Dark Blue

by Michelle Baxter

In this latest action drama, Kurt Russell plays a corrupt and racist cop who seems intent on preserving the legacy of his father. Ving Rhames co-stars as a semi-militant sergeant investigating sketchy elements surrounding the LAPD. Michael Michele plays his sidekick and the exotic other of another cop (can we say, "Monster's Ball"?). Set in 1991 during the Rodney King beating, *Dark Blue* is quick to expose the hidden prejudices in the police department. The movie does a decent job of conveying tensions between whites and blacks but fails to dig deeper into explanations surrounding the cause of looting, a direct response to the continuous mental and physical hostilities of the LAPD. Despite this, *Dark Blue* attempts to tackle these issues in a way that most films might ignore. *i*

Otto is Love

By Bill Addelson

Watching Mario Batali through the port-hole windows from the long marble bar at his latest restaurant, Otto Enoteca e Pizzeria, is like watching a master director surveying a set. Batali is a master at his peak who strives for, and achieves, authenticity at every turn. Along with his partners, Jason Denton, Mark Ladner, and Joe Bastianich, Mario Batali has created a near flawless dining experience. While almost always incredibly busy, the wine bar and standing tasting tables are not intimidating or cramped, but always fun. The sprawling dining room in the back is warm and comfortable.

Swordfish and Broccoli Frittelle (or, fritter), even in the dead of New York winter, is warm and fishy enough to send you straight to Amalfi or at the very least the Caribbean. Anchovies may be unpleasant for some, but Batali and Ladner have transformed the tiny salty fish into a lightly marinated and easy to warm up antipasti called Alici Marinati that is just enough for two to share. All of the pizzas are in the traditional Neapolitan style. Batali starts them in a skillet and finishes them in an oven. Most, like the Otto Lardo, are simply sublime. Yes, lard. Actually, it is the salted cured fatback of a pig. It is truly one of life's great pleasures, and it's one of those rare ingredients that Batali excels in. The clam pizza is the best in the city, if not the country. There are many reasonably priced and excellent wine choices, and the fun is trying the many wines served by the quarttino; there are about 5-6 choices of each red and white. One can only hope to end a meal at Otto with a few scoops of delicate, creamy gelato, each served with a little spoonful of brittles or fresh fruit. Flavors offered include risotto, olive oil, and the ubiquitous vanilla, chocolate, and cinnamon. As the scrolling banner that is seen on the ordering computers says, "Gelato Is Love!!!"

Otto is located on East 8th Street, off 5th Avenue. *i*

Liquid Liquid/ Outhud at the Knitting Factory 03/07

By Eleanor Whitney

It is a rare feeling to be at a rock show and feel like you are taking part in a significant moment in musical history. This evening, cramped in with a sold out crowd in the Knitting Factory's main space was one of those times. This night was Liquid Liquid's first show since 1984 and second show of the evening at the Knitting Factory. However, they played with such energy and intensity I never would have guessed it. Liquid Liquid were part of New York's artfunk/nowave down town music scene back in the early 80's. Their four-person lineup features a drummer, bass player, xylophone and "auxiliary" percussionist, and a vocalist who also plays the congas and floor tom on occasion. Their song "Cavern" has been sampled by such luminaries as Sugarhill Gang and Run DMC (I also heard it in the preview for Spike Lee's new film). Normally, packed clubs make me claustrophobic, but with an audience this appreciative and a band this amazing, I could do nothing but enjoy myself. They saved "Cavern" for their encore and hearing its buttery, pulsing bass line live made my breath catch in my throat and declare that it has one of the best bass lines ever written. What was also amazing about Liquid Liquid is how "now" they sound. Openers Outhud showed this, as their funky set full of dance beats, synthesizer noise, electric cello and raw bass lines had a sound that is directly influenced by bands like Liquid Liquid. Outhud are part of the current New York City Artfunk/nowave scene and the kind of band who come across as being really nice people as well as talented musicians. Their sets are always a high-energy dance party, full of band members putting down their instruments to ecstatically dance along. Into the first bars of their first song Outhud had gotten the audience to groove along with them, which is no small thing for a style conscious "too cool" New York crowd. Outhud play out regularly, and seeing them guarantees a fun evening. I am not sure if Liquid Liquid is back to stay, but in the meantime, hunt down their record at Other music and have a dance party in your living room. *i*

Dude, where's my Inprint?

Ask Ingrid, Yaa

Dear Ingrid,

I find none of the people at Lang date-worthy. What is a love-starved 20 something to do in this city?

Sincerely,
Bitter Brooklyn Spinster

Dear BBS,

If your problem with Langies is the maturity level, check out the Bulgarian Bar. There's always a plethora of middle-aged Eastern Europeans ready to dance the night away with your young ass.

If its athletic prowess you're missing walk downtown to Coles gym and attend a Lady Violet's Basketball or Volleyball game. Or hop on the 1 train uptown and attend a Columbia University Men's swim meet. You'll either get hot men in speedos, or hot chicks in tanktops and spandex shorts.

If it's the tendency to over-analyze that ruffles your feathers talk up our friendly peers at Parsons. The only thing they'll talk your ear off about is the latest Jimmy Choos.

If you want to date someone who doesn't think they know the meaning of Post Modern, then quit this school...YOU GO TO LANG!!

Overall, the New York dating scene can be impossible, and if you're truly desperate there's always match.com, 8 minute dating, a convent, or Idaho.

Good Luck, and be Safe!

Ingrid

For advice, email Ingrid at elcnewspaper@yahoo.com

To Our Readers

If you've made it this far...

We hope you enjoyed the first issue of Inprint. Starting this paper was a huge learning experience, and we're still learning. It's just going to keep getting better, but we need your help. Tell us what you thought. Join our team. Send us your work. If you hated it we want to know. If you loved it we definitely want to know. To those whose work got edited or omitted for space we apologize, but there was just so much great stuff to cover. We hope all our writers will keep on sending us their work.

Email us: elcnewspaper@yahoo.com

Till Next Time,
The Collective

I Saw You...

Someone may be searching for you, write them back at elcnewspaper@yahoo.com

Juliet Seeks Her Romeo

Fulfill our destiny. Me, melodramatic actress. You, thin, tall, deeply disturbed method actor in all of my classes. Be my leading man and we can act out our fantasies. Write back, don't ignore our fate.

Dump Her Already!

You, punk-rock girl in a black hooded sweatshirt. Me, ex-punk rock girl in a black hooded sweatshirt. Me, deeply bitter and jealous. You, in the wrong relationship. Send me a note and we'll safety pin our clothes and dye our hair together.

For Love of Narcissus

Me, hot, sexy, tall mamma with long blonde hair. Me, incredibly brilliant and overwhelmingly fun. You, non-existent straight, sane, sexy, and not self-righteous. If you are out there and not too "Langy" give me a buzz and we'll get-it on.

Midwest Minnie seeks Nordic Knight

You, tall blonde Scandinavian swimmer type. Must smoke large amounts of pot, and be up for wild nights on the town. Me, short cute American gal from Minnesota. Don't be fooled by innocent appearance. Give me a ring and I'll rock your world all night long.

It's Not Metaphysics

Me, boyish looking girl with curly hair. You, too-deep-to-live stoner looking boy in my Philosophy class. Send me a note and together we'll rule Lang.